



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TYDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

## GREENFIELD SCHOOL

### LNf AND KEY SKILLS POLICY

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**' Opening Doors To The Future '**  
**' Agor drysau i'r dyfodol'**

Original Completion Date

Author

## **MONITORING THE POLICY**

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: ..... Date:

.....

Head teacher

Signed: ..... Date:

.....

Chair of Governors

**Review Date**

**Author**

## **Our Vision**

'To open doors to the future'

## **Our Mission Statement**

That children, staff, parents, carers and all stakeholders work actively in partnership to enable all pupils to realise and reach their full potential.

## **Aims**

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community

## **Our Values**

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

### **Everyone has the right to:**

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

### **Everyone is expected to:**

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values

## **Introduction**

All of the pupils at Greenfield School have access to a broad, balanced and differentiated curriculum; a curriculum that has been specifically developed to meet their many diverse and challenging needs. At Greenfield School there are four core subjects: Literacy, Numeracy, Science and P.S.E. Planning documents have been developed for each of these core subjects. These planning documents take into account "a small steps approach", ensuring all pupils experience success in their learning.

This policy document is based on the guidance from WAG Skills Framework for 3-19 year olds in Wales and the Literacy and Numeracy framework. It takes into account the need for all pupils to effectively use a variety of skills across the curriculum.

Experiences/activities are generally presented to pupils through a "hands-on" approach, with the following skills being identified and developed in a variety of contexts:

- Developing thinking across the curriculum
- Developing communication across the curriculum, Literacy framework(LNF)
- Developing ICT across the curriculum
- Developing number across the curriculum , Numeracy framework(LNF)

At Key Stage 2 and 3 learners build on experiences gained in the Foundation Phase to promote and develop their knowledge and understanding of Wales, their personal and social development and wellbeing and their awareness of the world of work

- Curriculum Cymreig (7-14) and Wales, Europe and the World (14-19)
- Personal and Social Education
- Careers and the world of Work

## **A Whole School Approach**

At Greenfield School all staff are responsible for developing these skills from the Early Years to Key Stage 4 and beyond. The Greenfield planning documentation informs teachers' termly planning identify learning skills objectives.

Planning Foundation phase use the foundation phase skills to support the planning for the topic each term. Where appropriate the LNF skills are cross referenced into the planning.

KS3 plan for a wide range of levels, therefore F/Phase and KS2 documents are used to support the delivery of skills dependent on the pupil levels in the class. Opportunities for developing LNF skills within the 14-19 department are mapped alongside the Edexcel assessment criteria requirements. These skills are used as the LNF skills are mapped alongside Teachers' systematically plan their work on a half termly basis. LNF and key skills are identified as appropriate for groups/individual pupils and developed through thematic and subject activities as appropriate. Due to the diversity in pupils age and ability medium term planning will identify the skills that will be covered during each term. At the end of each term teachers systematically check coverage.

## **Continuity and Progression**

All staff encourage pupils to develop key skills. Opportunities are provided for all pupils to use and practice these skills across a variety of curriculum areas and in a range of learning contexts. However, due to the pupils' additional learning needs some will find it very difficult to transfer a skill learned in one curriculum area or situation into another.

For some pupils with more profound learning difficulties it will be necessary to practice the same skill throughout their school career, but through age appropriate experiences and activities.

## **Co-ordination**

All teachers are responsible for identifying skills from the LNF and key skills WG document in their curriculum planning. The monitoring of skills development across the curriculum is supported by the following co-ordinators: literacy, numeracy, P.S.E., ICT, Art, Science and Design Technology, Music, RE, PE, History and Geography.

### **Developing literacy skills – Oracy /Communication Skills**

The literacy framework Strand Oracy element “Developing information and ideas Presenting information and ideas” includes 3 aspects – Speaking, Listening, Collaboration and discussion. All experiences/activities are designed to encourage pupils to communicate with their peers and adults by the means most suitable to the individual. At Greenfield School, communication is seen in the widest possible way; it is recognised as an essential tool for accessing all aspects of learning. A "Total Communication" approach is used for all pupils.

This includes:

- British Sign language/symbols (including the use writing with symbols and boardmaker software) Communication books
- Objects of Reference
- Technological communication aids: Ipad and mini iPads, Intergrex touch screen plasma, Grid player.
- Picture Exchange Communication System (P.E.C.S.)
- Vocalisations, gestures and the spoken word.

Pupils will usually access one or more of these systems in order to communicate choices, understanding, feelings and ideas to others. For the majority of pupils at Greenfield School the development of communication skills will be a priority target within the Individual Education Plan (IEP).

### **Developing literacy (LNF) skills across the curriculum**

Will involve activities to develop the strands and elements:

- Oracy (developing information and ideas, presenting information & ideas, aspects Speaking, Listening, Collaborating and discussion
- Reading (locating, selecting & using information, responding to what has been read) aspects Reading strategies, Comprehension, Response to analysis.
- Writing (organising ideas & information, writing accurately) aspects Meaning purposes readers, Structure and organisation, Language, Handwriting grammar punctuation spelling

### **Developing Numeracy (LNF) Skills across the curriculum**

Will involve activities to develop the strands

- Developing numerical reasoning elements Identify processes and connections, Represent and communicate, Review
- Using number skills elements Use number facts and relationships, Fractions decimals percentages and ratio, Calculate using mental and written methods, Estimate and check, Manage money.
- Using measuring skills elements Length weight/mass capacity, Time, Temperature, Area and volume , angle and position.
- Using data skills elements Collect and record data, Present and analyse data, Interpret results.

An example of how number skills element is developed would be in PE when pupils count how many beanbags they throw; using measuring skills element in a topic on water they measure the amount of water held in a container they have made (DT)

### **Information Technology Skills**

Develop ICT across the curriculum will involve activities to develop

- Finding and developing information and ideas
- Creating and presenting information and ideas

The use of ICT and its associated peripherals- software, switches, communication aids, sensory areas etc. enables pupils to have regular opportunities to:

- access curriculum experiences/activities;
- access a wide range of everyday and specialised equipment;
- communicate and make choices;
- access a wide range of software/programs;
- express feelings, understanding and ideas;
- have some control over their environment and aspects of their lives;
- gain independence in their learning.

An example of how ICT is used across the curriculum would be in PSHE pupils survey pupils and produce a bar chart of eye colour; pupils use a switch to control an electric mixer in food technology.

### **Thinking Skills**

Developing thinking across the curriculum will involve activities to develop:

- Plan (ask questions, activating prior skills, knowledge & understanding)
- Develop
- Reflect

All experiences/activities are presented to pupils through a "hands-on" approach. This approach encourages pupils to explore their immediate and wider environments and people within them. Learning experiences/activities are presented so that they encourage pupils to find out and discover new things in a supportive and structured environment, with regular opportunities to reinforce previously acquired skills.

Skills development in this area is closely related to P.S.E, creative development, Science and Design Technology and the experiences/activities presented to pupils will enable them to make choices and decisions, to investigate and make, to predict and make connections etc.

Activities will include: taking on responsibilities; Class Monitor etc., taking messages, visits into the community (woodland walks, shopping, library etc.), integration links with mainstream schools, programmes of study developing independent living skills (using Edexcel modules to accredit learning etc.)

### **OCR/ASDAN Accredited Key Skills (Key Stage 4 and beyond)**

Within the various modules offered by ASDAN Life & Living Personal Progress, literacy and numeracy in everyday life a range of key skills are identified, assessed and accredited. These key skills are:

- Communication
- Information Technology
- Application of Number
- Improving own Learning and Performance
- Working with Others
- Problem-Solving

### **Staff Development**

In line with the school's Staff Development Policy, staff will have access to in-service training and support, as and when appropriate.

### **Monitoring and Evaluation**

The Senior Leadership Team which includes the Literacy and Numeracy co-ordinators will be responsible for monitoring LNF and key skills development throughout the school.

This will include checking that:

- all skills are developed across the various curriculum areas;
- a range of experiences/activities are provided to allow pupils to use and practice their skills, these will be linked to the pupils' age and ability;
- appropriate resources are available to support the development of the key skills.

Individual assessment of skills development may relate to and inform IEP target setting as well as whole school target setting. In this respect it is likely that parents will also be involved in these discussions.

Subject portfolios will further support the monitoring and evaluation process. These documents contain evidence of pupils' achievements across all areas of the curriculum.

LNF and Key Skills will be monitored as part of the planned cycle outlined in the School Development Plan.

### **Role of the Head teacher**

The Head teacher will ensure that this policy is implemented, reviewed and updated as necessary. All of the pupils at Greenfield School have daily opportunities to access experiences/ activities that encourage and reinforce the development of skills across the curriculum. LNF and Key skills will be clearly identified in all termly planning documents.

This policy should be read in conjunction with schools subject policy documents.

For all of the pupils at Greenfield School it is crucial that skills are learned and generalised, used in a variety of contexts, and reinforced in all possible situations across all key stages.